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Abstract

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Keywords

Study Abroad, Exchange Programs, On-Line Learning, Cross-cultural Communication, Virtual Exchanges, Cyber Learning

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Linking Trajectories: On-line Learning and Intercultural Exchanges

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There has been tremendous growth both in study abroad and intercultural exchange options in the United States and also in on-line learning options in higher education. Reviewing 91 cross-cultural experiences with at least one type of formal on-line component, this paper provides an overview and categorization of these offerings as well as a discussion of trends. It also offers recommendations to help strengthen and shape further offerings and related research.

INTRODUCTION

The number of students from U.S. colleges and universities participating in study abroad has grown dramatically in the last few decades. Since the mid 1990s, U.S. student participation in study abroad has more than tripled. In the 2011-2012 academic year alone, nearly 300,000 students obtained academic credit for study abroad (Institute for International Education, 2013). Alongside this growth, there have also been changes in the definition of study abroad and types of programs and experiences offered.

One emerging trend within study abroad has been the incorporation of on-line components as well as the development of completely virtual intercultural exchanges. While the literature on study abroad does include some research related to this trend, it is limited in number and narrow in focus, usually describing or evaluating just one program or experiment. This paper provides a broad, descriptive overview of the types of virtual study abroad experiences offered, identifies trends within and proposes a tripartite categorization to assist with future design, evaluation, and related research.

Providing an overview of this emerging and, in the authors' views, significant arena of research and practice arena possesses important implications for the scholarship of teaching and learning. Indeed, the tripartite categorization supplies boundaries (and related challenges) for understanding and critiquing learning outcomes related to each category. These challenges include the possibilities of formative and summative evaluation approaches that are both innovative and technology-based.

LITERATURE REVIEW

Traditionally, study abroad involves semester or yearlong programs. Today, in addition to traditional programs that last one full academic year or one semester there are a proliferation of experiences that run for just several weeks during the summer, spring or winter break. In the 2011-2012 school year, 58.9% of study abroad experiences were categorized as "short-term," lasting eight weeks or less (Ibid.).

Students participate in study abroad through several means: direct enrollment in a foreign university, exchange agreements between US institutions with colleges and universities outside of the United States, or enrollment in 'enclave' programs that are sponsored by a US institution of higher education or third-party provider and are sometimes carried out in partnership with local institutions of higher education. To complement traditional academic activities, some programs also provide internship opportunities. Other study abroad experiences combine learning and reflection

with volunteering abroad—sometimes called "service learning" or "alternative breaks."

The literature on study abroad provides debates about the outcomes of short-term vs. the more traditional long-term study abroad experiences (Anderson et. al, 2006; Dwyer, 2004); language learning (Segalowitz and Freed, 2004; Tanaka and Ellis 2003); the impact on students' intercultural competence (Kitsantas, 2004; Williams, 2005); and the merits of incorporating non-academic, experiential components within study abroad (Lewis and Niesenbaum, 2005; Martinsen et. al, 2010). This paper does not directly address these issues. Rather, it examines the intersection of these developments in study abroad with a second trend: the rise of Internet technologies and the growth of on-line education in the higher education arena.

The use of Internet technologies to deliver various forms of on-line education in higher education has grown dramatically over the last ten years (Atkinson, 2014; Liang and Chen, 2012; Allen and Seaman, 2013). Such uses range from on-line courses to on-line degree programs and even on-line professional education (Cogburn and Levinson, 2008; Fayer, 2014; Ladyshewsky, 2013; King, 2014). In recent years there has been emphasis on blended education, which is when courses or degree programs involve a combination of on-line (both synchronous and asynchronous) and face-to-face learning (Flavián, Lognás and Lozana, 2011; Roscoe, 2012; Melton, Bland and Chopak-Foss, 2009; Kakish, Pollacia and Heinz, 2012). The most recent developments in on-line learning revolve around the design, implementation and evaluation of MOOCs (massive, open, on-line courses) (DeBoer et. al, 2013; EDUCAUSE, 2013; Mighty, 2013). Higher education faculty and administrators continue to grapple with the appropriate use and evaluation of these various forms of on-line learning. It is evident, however, that there has been tremendous growth both of on-line higher education learning offerings and literature related to it and to its evaluation.

There are some studies that examine Internet use and study abroad in terms of study abroad students' voluntary use of the Internet. For example, Sandel (2014) reports on the voluntary use of social media by study abroad students and their cultural adaptation; Coleman and Chafer (2010) research the voluntary use of telecommunication technologies during study abroad. This present study recognizes the importance of such research, but the scope is limited to the formal incorporation of some sort of on-line component in study abroad courses and experiences. For the purposes of this paper, "study abroad" is broadly defined to include any experience or program that provides a way for students to experience life in another country and/or meaningfully communicate with oth-

ers from outside of their culture or country.

International and on-line collaboration has been a focus in the Scholarship of Teaching and Learning (SoTL) community in recent years. The focus has primarily been on creating mentor relationships and exchanging ideas between SoTL scholars around the world (Higgs, 2009; MacKenzie and Meyers, 2012; Smith, MacKenzie and Meyers, 2014; Marquis, Healey and Vine, 2014). Student collaborations (and the learning outcomes from those experiences) has also been a key topic (Moeller and Nagy, 2013; Yeom, Bae, and McCann, 2014; Jefferies and Grodzinsky, 2007). This work aims to contribute to the conversation about collaboration in the SoTL community by bridging the ideas of collaboration and study abroad. By expanding the definition of “study abroad” to include collaboration and other types of cross-cultural experiences, scholars and practitioners in the distinct fields of SoTL, study abroad and on-line learning can learn from one another. In addition, the categorization presented in this paper of cross-cultural exchange experiences according to incorporation of on-line components further facilitates the exchange of best practices in teaching and effective student engagement in the learning process.

The following questions guide the research reported here: What is the relationship between digital education and study abroad? What research already exists on the intersection of these two topics? What are the trends in this research; how do these relate to the scholarship of teaching and learning; and how might they be categorized?

METHODOLOGY

To answer the research questions posed, this exploratory paper first investigated what information exists on virtual study abroad. The terms “virtual,” “on-line,” “study abroad,” “exchange” and “collaboration” were used to search for information in three different kinds of sources: academic journals, higher education news sources and websites accessed through a search engine. For each type of source, the information collected was categorized into a number of relevant categories such as research type, dates research was conducted, context of news article, experience/program name and experience/program description. Information was collected from 59 scholarly articles, 47 news articles and 35 websites.

Using the data collected from the three types of sources, a list of cross-cultural experiences that incorporated some type of virtual component was compiled. To narrow the focus of the research, only experiences for undergraduate and graduate students that were either carried out or assessed within the last four years were considered for analysis. In addition, some scholarly articles focused only on theoretical aspects of virtual education in study abroad and did not provide specific information on the actual on-line cross-cultural experience. Several sources of information also overlapped, providing multiple perspectives on the same experience. Overall, a total of 91 on-line study abroad experiences were compiled for analysis.

In order to compare the experiences, a matrix of information to be collected about each one was created. The criteria included experience name, level of study (undergraduate, graduate), university, department, time of incorporation of virtual component (pre-travel, during travel, collaboration, etc.), number of students involved, countries involved, length of on-line component, level of incorporation of technology, whether on-line components were

required, technologies used, structure, experience purpose, assessment of experience and whether experience is currently ongoing. Information about the experiences was collected through careful reading of the initial sources as well as additional web searches. After data for all experiences had been included in the matrix, comparisons within categories were made in order to identify trends.

FINDINGS

After reviewing 91 study abroad experiences, cross-cultural exchanges and on-line learning experiences within the parameters noted above, three main categories of “on-line study abroad experiences” emerge. Each involves at least one type of on-line component, such as virtual classrooms, Facebook groups, virtual laboratories, or cross-national virtual teams. These categories can be summarized as:

- Type 1: Virtually Linked Experiences without International Travel
 - A: Non-Language Learning Focused
 - B: Language Learning Focused
- Type 2: Experiences with Blended On-line and International Travel Activities
- Type 3: Comprehensive and Extended Experiences

Each of the categories is described in detail below; Figure 1 provides a matrix for comparison of the features of experiences by category.

TABLE 1. Matrix for comparison of features by category.

Experience Category	In-Person Cross-Cultural Experience	Language-Learning Focus	Extended Over Multiple Courses/Semesters	Synchronous or Asynchronous
Type 1A	N	N	N	Both
Type 1B	N	Y	N	Both
Type 2	Y	Y, N	N	Both
Type 3	Y	N	Y	Both

Type 1: Virtually Linked Experiences without International Travel

Type 1 is the most common kind of on-line study abroad experience. This category covers experiences, programs and courses that do not involve any travel or face-to-face interactions between students from different countries but do virtually link students from at least two different countries. There are a plethora of models under Type 1, each influenced by their creators' visions as well as by resource constraints and the nature of the participating institutions. Type 1 offerings are mushrooming and so is the creativity involved. These courses take many formats: they may be synchronous or asynchronous; students may be divided into virtual cross-national teams and tasked to complete projects (Cogburn and Levinson, 2008); the experience may focus on creating dialogue around a structured set of questions between the students from different countries (Vinagre and Muñoz, 2011); or students might engage in research and discuss their findings with their cross-national peers (Abrahamse et. al, 2014).

Within Type 1, this analysis distinguishes between Type 1A and Type 1B. Type 1A experiences are those that fit the criteria for

Type 1 and are not language learning courses. For example, the Global Understanding Course (<http://www.ecu.edu/cs-acad/globalinitiatives/course.cfm>) at Eastern Carolina University (ECU) is taught in about 6 different disciplines (Fischer, 2009). Each class is synchronous and is carried out in partnership with three higher education institutions in three other countries, each for three or four weeks during the semester. These classes also use Internet chat and video to complement the synchronous classes. Another innovative example of Type 1A is the Soliya program (<http://www.soliya.net/>) wherein students from the U.S. are paired with Arab and Muslim women and men to engage in dialogues to promote cross-cultural understanding (Helm, Guth, and Farrah, 2012).

Within this category 1A, there is also the model of a single class with cross-national learners and one professor. This model dates back to work done almost two decades ago. In the original model students from several U.S. universities study synchronously and asynchronously with students from several universities in South Africa in one internet-connected class with one professor. (The professor divides his in person classroom time between the two countries involved.) This class includes synchronous lectures and discussions as well as both synchronous and asynchronous cross-national virtual teams (Cogburn and Levinson, 2008).

Another example of Type 1A experiences is a model developed by a center at SUNY that focuses on collaborative on-line learning between US and foreign higher education institutions: The Center for Collaborative Online International Learning (COIL) (<http://coil.suny.edu/>). Twenty-one US colleges and universities have employed the COIL method to connect with 25 schools in countries around the world. The model involves having at least two faculty members, one from the US and one from outside the US, design a shared syllabus with collaborative student work and/or meetings on-line. Each institution in the partnership then determines whether the remainder of the class will take place totally on-line, in a blended environment or in-person (Rubin, 2013).

SoTL scholarship provides description and analysis of a number of diverse Type 1A programs. In a very early example of international collaboration and online learning three professors interested in SoTL in the US, Ireland and England designed a joint project among their three classes (Jefferies and Grodzinsky, 2007). The students worked in virtual teams to research and write a report related to ethics in the field of software engineering. In another instance, social work students in the US and South Korea exchanged emails to learn more about the practice of social work within the opposite cultural context (Yeom, Bae, and McCann, 2014). In a final example that actually focuses on exchanges between faculty, two SoTL scholars at the University of Wisconsin and the University of Glasgow facilitated virtual mentorships and exchange for other professors at their university interested in the area of SoTL (MacKenzie and Meyers, 2012; Smith, MacKenzie and Meyers, 2014).

Type 1B experiences are courses on language learning that combine face-to-face class meetings on the home campus with virtual cross-national on-line communication. The on-line components can be, for example, blogs or wikis or group projects. An example of a Type 1B experience is the GranCanBrisbaneEspañolEnglish blog-based language exchange (<http://grancanbrisbane.blogspot.com/>) between the University of Queensland in Australia and the Universidad de Las Palmas de Gran Canaria in Spain. Through this partnership, students learning Spanish in Australia are paired with

EFL students in Spain. The blog is used as an on-line tool to supplement on-campus, face-to-face language learning (García-Sánchez and Rojas-Lizana, 2012).

A similar version of a 1B experience is a joint class between Kanda University of International Studies (KUIS) in Chiba, Japan and the University of Western Sydney (UWS) in Sydney, Australia. In this collaborative language-learning course, students from the two countries were partnered together for three on-line “chats” throughout the semester. The students were given prompts for conversation and were instructed to chat half of the time in Japanese and half of the time in English so as to maximize language learning for both groups (Bower and Kawaguchi, 2011).

Type 2: Experiences with Blended On-line and International Travel Activities

Type 2 experiences are a hybrid, combining both on-line and face-to-face cross-national components. There is a range of different options within these kinds of experiences. Specifically, there is a continuum of when the on-line components are incorporated. Virtual activities can be integrated before, during and after international travel, or during some combination of those time periods. For example, the Queen Mary University of London uses a Facebook group as a discussion forum for students planning to study abroad, those currently abroad and returned students. The purpose of the group is to connect these students at different stages of the study abroad process to one another so that they may acquire and give important information and, more importantly, their learning and reflections will be lengthened and deepened (Lang, 2012).

There is also variation within Type 2 experiences according to the extent and duration of the virtual components. At one end of the spectrum are experiences that are primarily conducted on-line with a short face-to-face cross-national experience. For instance, Webster University, which has many non-traditional and on-line students, offers a number of 9-week courses that are conducted entirely on-line with the exception of a 5-10 day travel experience in the middle of the course (Tomashiro and Scott, 2013).

On the other end of the spectrum are experiences that are primarily in-person international experiences with brief on-line activities to supplement. During one experimental course at Michigan State University, students who were preparing to study abroad in China took a two-month on-line course in Mandarin pragmatics. The class was designed to introduce the students to the practice of using context-appropriate language and to provide a framework for language-learning upon which they could build during their time abroad (Teng and Fei, 2013).

As with Type 1 experiences, there is also an array of virtual activities within the Type 2 category. Some universities use on-line scenarios to prepare their students for study abroad; others provide information about culture shock and safety, and some use the course to foster self-reflection. One of the most creative examples of the use of Internet technology to enhance students’ cross-cultural experiences comes from a partnership among several of the campuses in the University of Wisconsin and University of Minnesota systems. The schools created an interactive game called “Life and Death in the Age of Malaria” in which pre-departure students were given information on how to reduce the risk of malaria and then won or lost points based on how they responded to test scenarios (Hartjes and Baumann, 2012).

The SoTL community has been involved in carrying out and conducting Type 2 programs as well. Two programs that are quite distinct from other experiences within the Type 2 category are a pre-service teacher and U. S. Bureau of Indian Education boarding school student mentorship program and SoTL “International Collaborative Writing Groups.” The mentorship program was established between second and third year education majors at South Dakota State University and Native American students residing at a nearby boarding school (Moeller and Nagy, 2013). The two groups met in-person once and then continued conversation and relationship building on-line through a customized website. Although the program is not strictly international in terms of state borders, it does cross cultures and presents a unique example of establish an exchange experience between different ethnic and age groups within one country.

As another innovative Type 2 program from the SoTL community, the “International Collaborative Writing Groups” brought together 69 students, faculty and staff from 14 countries around the world (Marquis, Healey and Vine, 2014). Each group chose a topic of interest within the SoTL field and worked, almost entirely virtually, to research and write a paper to present at a conference (which took place in-person). The goal of the exercise was to leverage technology in order to foster mentor relationships, build community and to bring a diversity of perspectives to SoTL scholarship.

Type 3: Comprehensive and Extended Experiences

The Type 3 category encompasses experiences that are comprehensive, including both a virtual and face-to-face component, and extended, longer than a single course or study abroad experience. There are a far fewer number of these experiences as compared to the other categories. This research found only two examples of comprehensive and extended virtual study abroad experiences, but their structure and content are distinct enough that these experiences do merit their own category.

One example is the Global Experience offered by the University of South Australia (<http://www.unisa.edu.au/globalexperience/>). This experience is a university-wide extracurricular program that takes place during the entire time that a student is earning his or her degree. The program works on a “points” system: students participate in a wide range of cross-cultural activities, both domestically and abroad, and collect a certain number of points based on the time commitment and value of the experience. Several of the activities include on-line components, such as blogging while abroad and taking on-line training modules. The overarching goal of the program is to provide a sustained and holistic opportunity for students to develop intercultural competence and to prepare them to enter the global workforce (Feast, Collyer-Braham and Bretag, 2011).

Another innovative example of how on-line learning and cross-cultural experiences can be combined over a longer time period than one academic year is the Minerva Schools at Keck Graduate Institute (KGI), launched in the fall of 2014 (<http://www.minervaproject.com/about/>). The project describes itself as a “reinvented university experience” (Minerva, 2014). The fully accredited undergraduate program does not take place in a brick and mortar campus. Instead, students live in “global student residences” around the world, moving locations up to seven times during their four years of study. Rather than in-person classes taught by full-time

faculty, all of the classes in Minerva’s degree program are taught through on-line interactive seminars by professors located around the world. The student body is both small and highly international, with only 30 students from 14 countries.

Graphic Representation

In Figure 1 all the experiences analyzed for this research are shown according to category type. A circle represents each experience category, and the relationships between the types are represented by overlap, if any, between the circles as well as their position within the chart. While Type 3 experiences share borders with Type 1A and Type 2 experiences, they remain a distinct entity. In contrast, some learning experiences are located within more than one of the categories.

The greatest degree of overlap exists between Type 1A and Type 1B experiences. For example, the Communications/ English Language Collaborative Exchange paired together English language-learners at the Universidad Juárez Autónoma de Tabasco in Mexico with non-language learners studying Multicultural Communication at the University of Central Arkansas (Gatlin-Watts et. al, 2013). The Japanese and Humanities Collaborative Exchange is an example of an overlap between Type 1A, 1B and Type 2 experiences (Guth, 2013). Students in the US participated in the course to improve their language skills, while the Japanese students enrolled to develop skills in their academic field, the humanities. In addition, while most students participated only through on-line forums, a few students from Kagoshima University in Japan did have the opportunity to travel to meet their peers at San Jose State University in-person.

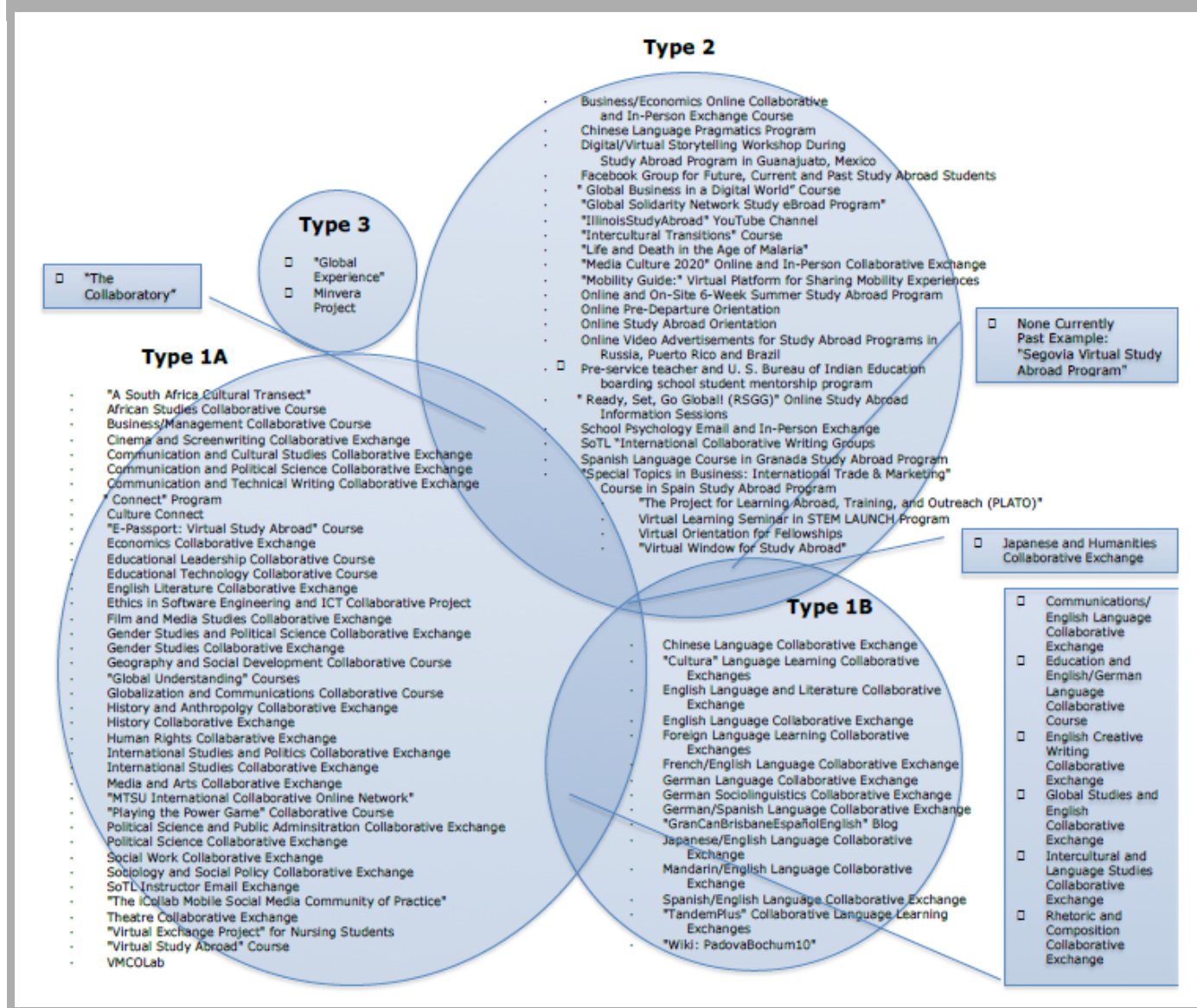
While no evidence of recent or currently ongoing experiences bridging both Type 1A and Type 2 experiences was found, the “Segovia Virtual Study Abroad Program” which ran in 1999 does offer a past example of what could exist within this overlap (Western Kentucky University, 1999). The program brought together students studying in Spain in-person with students learning Spanish in the US. Finally, the Collaboratory, which is described in further detail below, offers both Type 1A and 2 experiences, although students would only be involved in one of these kinds of experiences at any given time (<http://eca.state.gov/programs-initiatives/collaboratory>).

The Appendix provides a full list of experience by title as well as information about the sponsoring organizations involved in the experience.

Emerging Trend: Experiences Developed by Non-Traditional Institutions

One of the newest trends within the field of virtual study abroad is the emergence and growth of on-line exchange experiences sponsored by professional associations, nonprofit organizations or government agencies. These experiences are often focused on a specific field or industry or are targeted to students in a certain country or region. Sometimes they may combine multiple categories from Figure 1. The U.S. Department of State’s Bureau of Education and Cultural Affairs recently launched a new initiative called the Collaboratory (<http://eca.state.gov/programs-initiatives/collaboratory>). The Collaboratory is intended to serve as a think tank for best practices in the field of virtual exchange as well as an idea incubator in which innovative collaboration methods can be tested.

The Collaboratory involves two types of projects: developing

FIGURE 1. Chart of virtual study abroad experiences by category.

and integrating on-line collaboration components into its existing U.S. Department of State exchange programs and pioneering new, all-virtual exchanges. It has added pre-departure and post-return Google hangouts to several of its existing programs, such as the well-known Fulbright and International Visitor Leadership Programs so that participants can share their expectations, experiences and reflections (<http://eca.state.gov/highlight/google-hangout-supporting-gold-stars-ivlp-program>). This combination of virtual and face-to-face cross-cultural experiences would place these programs in Type 2 in the typology above.

The Collaboratory has also forged a partnership with Coursera, a provider of massive open on-line courses (MOOCs) to design and offer virtual exchanges in a MOOC format. In one case, business students in Bolivia were introduced to US higher education through a MOOC on business strategy. A professor from the University of Virginia taught the course; and students held virtual conversations with entrepreneurs in Silicon Valley (<http://eca.state.gov/programs-initiatives/mooc-camp>). These "MOOC Camps" do not include any international travel and would, therefore, be cat-

egorized as Type 1A.

The overall objective of the Department of State in implementing these virtual experiences is to advance the US government's public diplomacy strategy. It does so by providing opportunities for past participants to extend virtually and sustain their relationships with US citizens. The Collaboratory's programs also provide exchange opportunities to those who do not have access to the traditional study abroad model because of limited time and resources or physical limitations (Ryan, 2014).

CONCLUSION

The field of virtual study abroad is diverse and growing quickly. There is evidently an emerging interest in on-line learning and a recognition by educators that an on-line component may enrich study abroad learning. This study contributes to the practice of incorporating on-line components into study abroad experiences by identifying different categories of experiences currently being implemented and trends within the field. Our framework works to expand the conception of "study abroad" so that practitioners

from the areas of on-line education and from study abroad, who might not normally interact with one another, can see how their work and interests are related.

Furthermore, there is great potential for bringing together scholars and practitioners from these two arenas in terms of the scholarship of teaching and learning, especially from a global perspective. The framework presented in this article can serve as a foundation for cross-national and global dialogue on what the next steps in the scholarship of teaching and learning should be, in the absence of a large number of rigorous, in-depth, multidisciplinary studies of virtual or hybrid abroad experiences for college students.

Traditionally, study abroad proponents have argued that such experiences for college students are life-changing. Anecdotal accounts of these experiences abound, alongside a limited number of studies of learning outcomes, especially in the virtual arena. Today the study abroad field, including student life administrators, international education experts, and faculty from many disciplines (especially those from cross-cultural communication), argue that successful study abroad requires student engagement. Here there is a potential for rich overlap with the scholarship of teaching and learning field. How do we effectively measure student engagement and related outcomes in a virtual or hybrid study abroad situation? Can we actually use new and emerging information technologies themselves in evaluating engagement? To what extent do cultural factors promote or hinder successful engagement and at what points in the study abroad experience? Finally, to what extent do virtual international experience components (and in what combinations and permutations) contribute to reflecting and transforming the higher education experience both at the individual student level and at the program and institutional levels? There is a vibrant SoTL research agenda stemming from the work discussed here and these key questions.

In sum, the categories highlighted in this article can build bridges between the different disciplines, provide a basis for future experimental research and the development of evaluation methods that extend beyond individual experiences, capture critical reflection, and measure engagement and transformation at the individual, program, and institutional levels.

RECOMMENDATIONS

What is especially needed now is the design and implementation of rigorous evaluation studies, as noted above, within the subset of study abroad and on-line learning. SoTL scholars need to connect with those designing and evaluating on-line international experiences for college students and vice versa. As noted earlier, most publications related to virtual components of study abroad currently are descriptive in nature, although evaluation is increasingly becoming a part of this work. For example, Abrahamse, et.al. (2014) provide both a narrative approach and evaluation of learning outcomes for a Type 1A experience. More of this kind of analysis is needed. What, indeed, are the critical success factors for each category of experience?

There is especially a need for meta-analysis of the few existing rigorous studies in order to highlight key success factors and learning outcomes. Such studies can assist in answering the numerous questions that emerge from this work as highlighted above and listed here. Of the myriad Type 1 offerings: What works best and for whom and why? What ensures the most effective learning out-

comes including critical reflection (and for whom) in Type 1A vs. Type 1B settings? Within the wide range of Type 2 options, which experiences should be used for which purposes? What are the critical success factors for each combination of features? For Type 3 experiences, the challenge of evaluation and comparative assessment is even greater. Finally, with regard to the emerging trends of professional associations, non-profits and governments facilitating virtual study abroad: what are the most effective ways to structure and to evaluate the learning outcomes and transformational components of virtual exchanges provided by institutions that are not strictly "educational" in nature?

Another area for growth within this field is in information sharing. There is no one professional association for the dissemination of evaluation studies, both formal and informal. The COIL Center at SUNY and NAFSA, the Association for International Educators, do dedicate conferences or parts of conferences to exploring and evaluating these topics, but more efforts are needed, especially in conjunction with SoTL researchers. As highlighted here, professors and study abroad administrators are experimenting with a range of models. Greater strides in the development and evaluation of these experiences, catalyzed by SoTL scholarship, could be made if those implementing the experiences had an established platform for sharing their experiences and learning from others.

There is also a need for cross-national comparative studies to enrich the understanding and practice of international education today. Such an analysis will ensure that key challenges and factors for success for the various categories of experiences discussed here are recognized and utilized in the design of the next generation of virtual study abroad experiences whether through existing institutions of higher education or through other organizations including government agencies and professional associations with interests in cross-cultural connections and critical reflections at home and abroad.

NOTES

The program described by this study has a somewhat unique dimension because, while it is completely virtual, the professor himself taught synchronously via the Internet for some locations and also in person on a rotating basis. He divided his 'real in-class' time between the U.S. and South African campuses during each semester.

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APPENDIX

Title/Descriptive Name	Organization(s) Involved
<i>A South Africa Cultural Transect” by Interactive Expeditions (INTX)</i>	University of Central Florida and Cobham, Inc.
<i>African Studies Collaborative Exchange</i>	University of Illinois Urbana-Champaign and University of Pretoria (South Africa)
<i>Business/Economics Online Collaborative and In-Person Exchange</i>	Texas Wesleyan University and The Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico)
<i>Business/Management Collaborative Exchange</i>	Roger Williams University and a Technology University in China
<i>Chinese Language Collaborative Exchange</i>	A university in the US Midwest and a University in Shanghai, China
<i>Chinese Language Pragmatics Program</i>	Michigan State University
<i>Cinema and Screenwriting Collaborative Exchange</i>	National University (US) and Griffith University (Australia)
<i>Communication and Cultural Studies Collaborative Exchange</i>	SUNY Geneseo and Moscow State University (Russia)
<i>Communication and Political Science Collaborative Exchange</i>	Empire State College and University of Victoria (Canada)
<i>Communication and Technical Writing Collaborative Exchange</i>	Texas Tech University and Myongji University (South Korea)
<i>Communications/English Language Collaborative Exchange</i>	University of Central Arkansas and Universidad Juárez Autónoma de Tabasco (Mexico)
<i>“Connect” Program</i>	Soliya
<i>“Cultura” Language Learning Collaborative Exchanges</i>	Massachusetts Institute of Technology
<i>Culture Connect</i>	TakingITGlobal
<i>Digital/Virtual Storytelling Workshop During Study Abroad Program in Guanajuato, Mexico</i>	CIEE Study Abroad Program in Guanajuato (Mexico)
<i>“E-Passport:Virtual Study Abroad Course”</i>	University of North Texas
<i>Education and English/German Language Collaborative Exchange</i>	Columbia University, Open University (United Kingdom), the Pädagogische Hochschule Heidelberg (Germany) and the College of Foreign Languages (Poland)
<i>Educational Leadership Collaborative Exchange</i>	California State University and Universidad Nacional (Costa Rica)
<i>Educational Technology Collaborative Exchange</i>	A University in the US Midwest, Universities in England, Russia, South Korea and Sweden
<i>English Creative Writing Collaborative Exchange</i>	Texas Tech University and Friedrich-Schiller-University Jena (Germany)
<i>English Language and Literature Collaborative Exchange</i>	Universities in China and Denmark
<i>English Language Collaborative Exchange</i>	A University in Southern Taiwan and a University in Northern Japan
<i>English Literature Collaborative Exchange</i>	Corning Community College and University of Belize (Belize)
<i>Ethics in Software Engineering and ICT Collaborative Project</i>	Sacred Heart University, University of Limerick (Ireland), and De Montfort University (United Kingdom)
<i>Facebook Group for Future, Current and Past Study Abroad Students</i>	Queen Mary University of London (United Kingdom)
<i>Film and Media Studies Collaborative Exchange</i>	Swarthmore College and Ashesi University (Ghana)

<i>Foreign Language Learning Collaborative Exchanges</i>	UniCollaboration, EU Erasmus Project, Multiple European Universities
<i>French/English Language Collaborative Exchange</i>	A university in the Southeastern U.S. and a French Institute
<i>Gender Studies and Political Science Collaborative Exchange</i>	University of Cincinnati and Universidad de las Americas Puebla (Mexico)
<i>Gender Studies Collaborative Exchange</i>	The College at Brockport (SUNY) and Novgorod State University (Russia)
<i>Geography and Social Development Collaborative Exchange</i>	Kennesaw State University and Corporación Universitaria Minuto de Dios (Colombia)
<i>German Language Collaborative Exchange</i>	Michigan State University and a German secondary school
<i>German Sociolinguistics Collaborative Exchange</i>	A University in the Western US and a University in Northern Germany
<i>German/Spanish Language Collaborative Exchange</i>	University of Applied Sciences Emden/Leer (Germany) and the Language Centre of the University of León (Spain)
<i>“Global Business in a Digital World” Course</i>	University of Richmond
<i>“Global Experience”</i>	University of South Australia (Australia)
<i>“Global Solidarity Network Study eBroad” Program</i>	Catholic Relief Services, Cabrini College, and Villanova University
<i>Global Studies and English Collaborative Exchange</i>	University of Wisconsin- Milwaukee and Osaka University (Japan)
<i>“Global Understanding” Courses</i>	East Carolina University
<i>Globalization and Communications Collaborative Exchange</i>	Simmons College and the African University College of Communications (Ghana)
<i>“GranCanBrisbaneEspañolEnglish” Blog</i>	University of Queensland (Australia) and Universidad de Las Palmas de Gran Canaria (Spain)
<i>History and Anthropology Collaborative Exchange</i>	The University of Texas at El Paso and Victoria University (Australia)
<i>History Collaborative Exchange</i>	George Mason University and National Research University-Higher School of Economics (Russia)
<i>Human Rights Collaborative Exchange</i>	The University of North Carolina at Greensboro and American University of Beirut (Lebanon)
<i>“IllinoisStudyAbroad” YouTube Channel</i>	University of Illinois Urbana Champagne
<i>“Intercultural Transitions” Course</i>	The Chinese University of Hong Kong (Hong Kong)
<i>International Studies and Politics Collaborative Exchange</i>	University of North Florida and University of Muenster (Germany)
<i>International Studies Collaborative Exchange</i>	Lehigh University, Drexel University and University of Ghana Business School (Ghana)
<i>Japanese and Humanities Collaborative Exchange</i>	San Jose State University and Kagoshima University (Japan)
<i>Japanese/English Language Collaborative Exchange</i>	Kanda University of International Studies (Japan) and University of Western Sydney (Australia)
<i>“Life and Death in the Age of Malaria”</i>	University of Minnesota: Twin Cities and select University of Wisconsin campuses

<i>Mandarin/English Language Collaborative Exchange</i>	University of New Haven and Sanjiang University (China)
<i>Media and Arts Collaborative Exchange</i>	North Carolina Central University, University of South Africa (South Africa) and Royal Academy of Music, Aarhus/Aalborg (Denmark)
<i>“Media Culture 2020” Online and In-Person Collaborative Exchange</i>	Erasmus Intensive Programme, The University of Vic (Spain), Tampere University of Applied Sciences (Finland), <i>Liepāja University</i> (Latvia), the University of Lincoln (United Kingdom) and HKU Hilversum (Netherlands)
<i>“Mobility Guide: Virtual Platform for Sharing Mobility Experiences”</i>	University of West Hungary (Hungary)
<i>“MTSU International Collaborative Online Network”</i>	Middle Tennessee State University and University of Pec (Hungary)
<i>Online and On-Site 6-Week Summer Study Abroad Program</i>	CEA Global Education and Veritas University (Costa Rica)
<i>Online Pre-Departure Orientation</i>	Texas A&M
<i>Online Study Abroad Orientation</i>	University of South Carolina
<i>Online Video Advertisements for Study Abroad Programs in Russia, Puerto Rico and Brazil</i>	Pennsylvania State University
<i>“Playing the Power Game” Collaborative Course</i>	The University Without Walls at Skidmore College and University of the Free State (South Africa)
<i>Political Science and Public Administration Collaborative Exchange</i>	SUNY Buffalo State, SUNY Cortland, Manchester Metropolitan University (UK), and Babe-Bolyai University (Romania)
<i>Political Science Collaborative Exchange</i>	Coastal Carolina University and La Universidad San Francisco de Quito (Ecuador)
<i>Pre-service teacher and U. S. Bureau of Indian Education boarding school student mentorship program</i>	South Dakota State University and a U. S. Bureau of Indian Education boarding school
<i>“Ready, Set, Go Global! (RSGG)” Online Study Abroad Information Sessions</i>	Michigan University
<i>Rhetoric and Composition Collaborative Exchange</i>	Rochester Institute of Technology and American College of Management and Technology (Croatia)
<i>School Psychology Email and In-Person Exchange</i>	Youngstown State University and University of South Africa (South Africa)
<i>Social Work Collaborative Exchange</i>	James Madison University and Gyeong-Sang National University (South Korea)
<i>Sociology and Social Policy Collaborative Exchange</i>	San Jose State University and Kwansel Gakuin University (Japan)
<i>SoTL Instructor Email Exchange</i>	University of Wisconsin and University of Glasgow (United Kingdom)
<i>SoTL “International Collaborative Writing Groups”</i>	International Society for the Scholarship of Teaching and Learning (ISSoTL)
<i>Spanish Language Course in Granada Study Abroad Program</i>	University of New Hampshire and Centro de Lenguas Modernas of the University of Granada (Spain)
<i>Spanish/English Language Collaborative Exchange</i>	A University in the Northeast US and a University in Northern Spain
<i>“Special Topics in Business: International Trade & Marketing” Course in Spain Study Abroad Program</i>	Florida Institute of Technology and ESIC Business and Marketing School (Spain)

<i>“TandemPlus” Collaborative Language Learning Exchanges</i>	University of Minnesota
<i>“The Collaboratory”</i>	US Department of State
<i>“The iCollab Mobile Social Media Community of Practice”</i>	AUT University (New Zealand), Beuth University (Germany), Universitat Rovira i Virgil (Spain), National University of Ireland, (Ireland), Salford University (United Kingdom)
<i>“The Project for Learning Abroad, Training, and Outreach (PLATO)”</i>	The Center for Global Education
<i>Theatre Collaborative Exchange</i>	Corning Community College and Actors College of Theatre and TV (Australia)
<i>“Virtual Exchange Project” for Nursing Students</i>	University of Nottingham (United Kingdom) and University of Queensland (Australia)
<i>Virtual Learning Seminar in STEM LAUNCH Program</i>	Cultural Vistas
<i>Virtual Orientation for Fellowships</i>	Cultural Vistas
<i>“Virtual Study Abroad” Course</i>	California State University Northridge
<i>“Virtual Window for Study Abroad”</i>	University of Tartu (Estonia)
<i>VMCOLab</i>	University of Aveiro (Portugal), Jyväskylä University (Finland); UNIOVI- University of Oviedo (Spain), Jagiellonian University (Poland), Kaunas University of Technology (Lithuania), and Vytautas Magnus University (Lithuania)
<i>Webster Short-term Study Abroad Programs</i>	Webster University
<i>“Wiki: PadovaBochum I O”</i>	University of Padova (Italy) and Ruhr-Universitaet (Germany)